



City of Seattle

Understanding Community Needs for School Readiness, Academic Success and Healthy Children

Seattle Families & Education Levy
Citizens Advisory Committee
Recommendations and Summary
Report



Prepared by:



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INTRODUCTION

Purpose and Organization of this Document

This document is intended to compile needs information related to Seattle's youth and children to aid the Citizens Advisory Committee (CAC) in determining priorities for Action Strategies within each of the Levy's five Investment Areas, and to provide background relevant to the Committee's recommendation related to the size of the 2004 Levy renewal.

This document draws entirely on other sources, principally the *2003 Draft Report on The State of Children and Youth in Seattle*, prepared by the City of Seattle's Department of Neighborhoods and Office of Policy & Management, and, secondarily, information presented by the CAC's Investment Area expert panels.

This document is intended to be a concise representation of need, organized by the three Levy Goals. Additional details may be found in the source documents, which may be obtained through an Office for Education staff member.

Needs Organized By Levy Goal

The needs of Seattle's youth and children described on the following pages are organized according to the three goals of the 2004 Levy Renewal:

The 2004 Levy Renewal Will Help All of Seattle's Children...			
LEVY GOAL	Become School Ready	Succeed Academically	Be Healthy
INDICATORS	<ul style="list-style-type: none">• Developmental Reading Assessment, Grade 1	<ul style="list-style-type: none">• Washington Assessment of Student Learning (WASL)• Attendance Rates• School Completion Rates	<ul style="list-style-type: none">• Teen Pregnancy• Drug and Alcohol Use

The Families and Education Levy

To learn more about the Citizens Advisory Committee, the Levy Oversight Committee, and the Families & Education Levy in general, please see refer to the following website or contact the City of Seattle Department of Neighborhoods at (206) 684-0464.

<http://www.cityofseattle.net/neighborhoods/education/edlevy.htm>

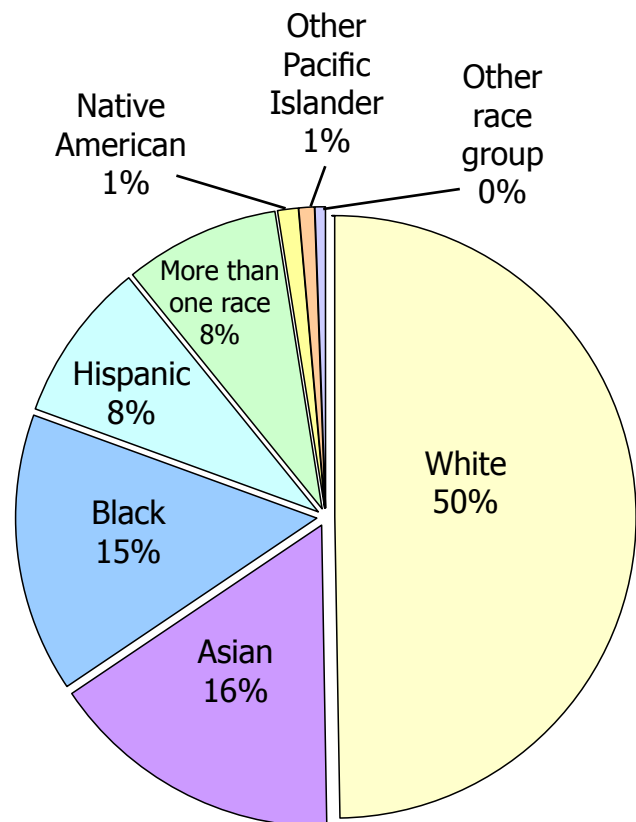
SPS Students by Race, Panel Input

According to the 2000 Census, there were 61,612 youth age 5-17 in Seattle. This corresponds generally with the ages for children in grades K-12.

Composition of Seattle's Children By Race

Other Race Group	306	0%
Other Pacific Islander	590	1%
Native American	701	1%
More Than One Race	5,161	8%
Hispanic	5,197	8%
Black	9,191	15%
Asian	9,887	16%
White	30,579	50%
Total Youth Age 5-17	61,612	100%

Source: U.S. Census, 2000



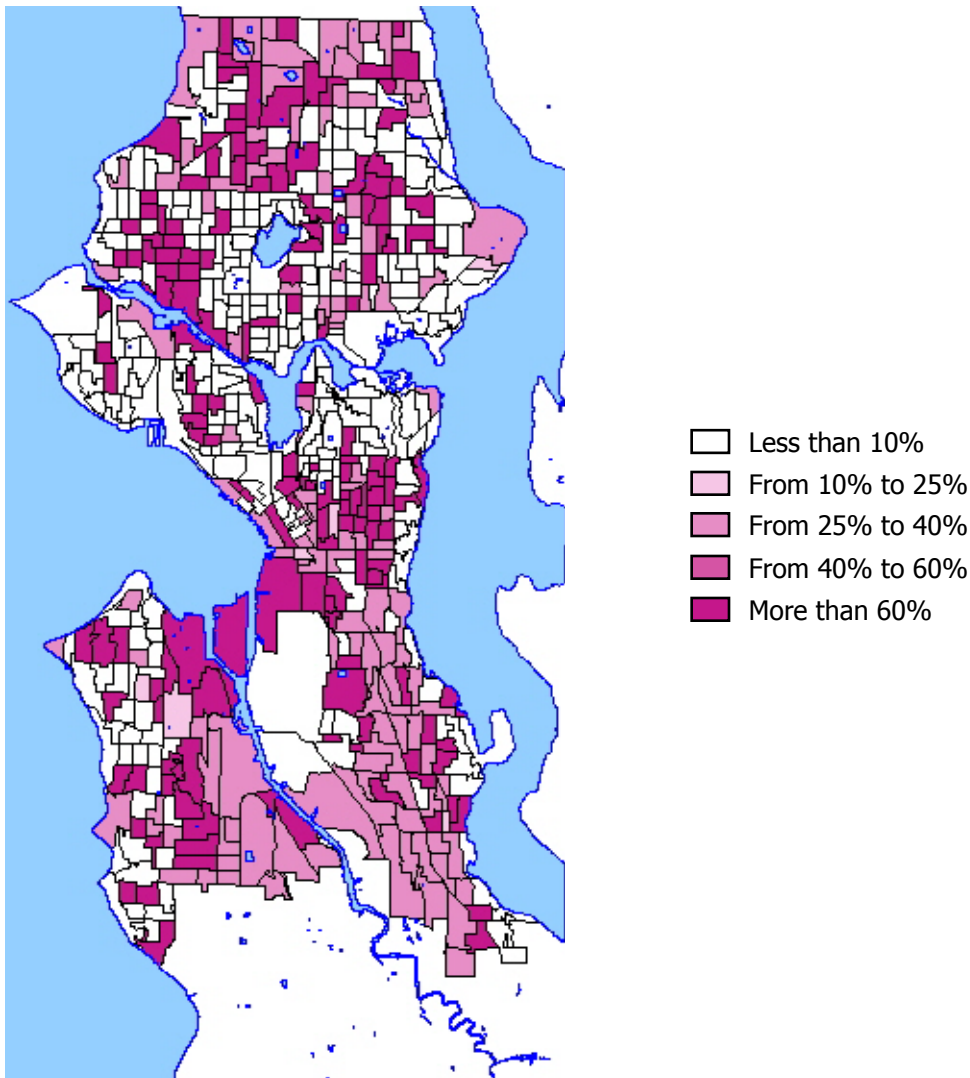
CAC Panel Input Family Involvement – 10/8/03

- 47,000 students; 60% students of color
- 40% qualify for free/reduced price lunch
- 24% are bilingual
- 84 languages spoken
- 41% of students not living with both parents

Single Parent Households in Poverty

The economic status of Seattle's children and youth is integrally important to their well-being. One measure of economic status is the number of single parent households in poverty. In many areas of the City, single parent households represent more than 60% of all families with incomes under the federal poverty level.

Single Parent Households Below 100% Federal Poverty Level As a Percent of All Families Below 100% Federal Poverty Level By Census Block Group, 2000 Census

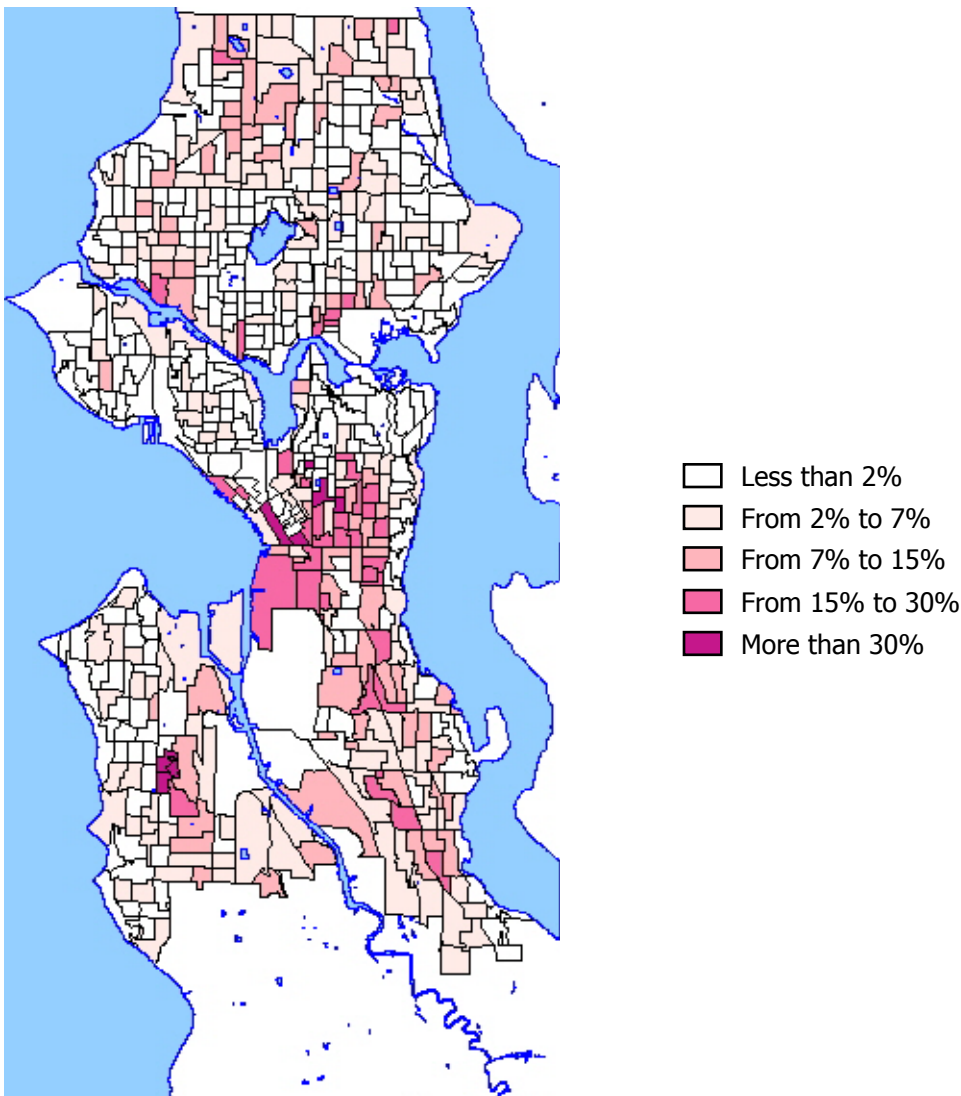


Source: United States Census, 2000

Single Parent Households in Poverty

It is also important to look at the areas of the City in which households below the poverty line are located, and the areas where poverty is most concentrated. The map below shows that in Seattle, single parent households in poverty are concentrated in the central and south areas of Seattle. In some of these census block groups, families with incomes under 100% of the federal poverty level make up from 15% to more than 30% of all families living in the neighborhood.

Single Parent Households Below 100% Federal Poverty Level As a Percent of all Families By Census Block Group, 2000 Census



Source: United States Census, 2000

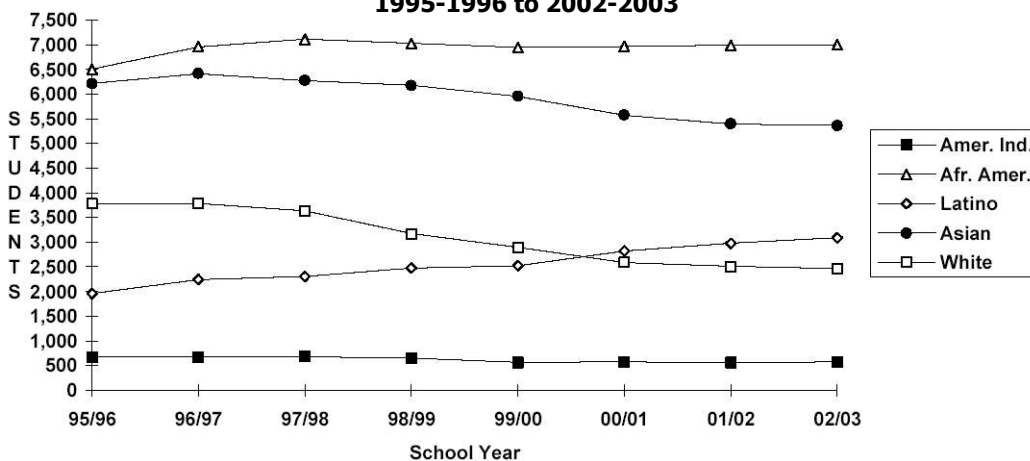
Free and Reduced Lunches

Another indicator of the economic status of children and youth is their use of free and reduced price lunches. This is a measure of children and youth who are enrolled in SPS and living in families of poverty. For the first time in six years, the number of students eligible for the free and reduced price lunch program in the Seattle Public Schools increased.

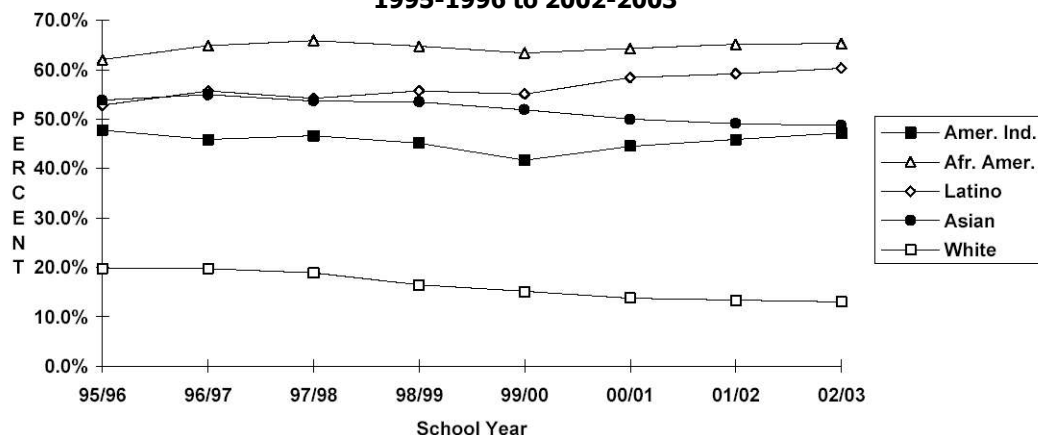
White students continue to decline in use, while the number of eligible students of color – with the exception of Asian students – is increasing. This suggests poverty levels increased for families of most students of color, while poverty levels decreased for White and Asian students. The charts below shows students receiving free or reduced price lunch by percent of ethnic group, from school year 1995-96 through school year 2002-2003. The first graph shows the percentage of students in each ethnic group who receive free or reduced price lunch, and the second graph shows the numbers of students in each ethnic group who receive free or reduced price lunch.

The School District data on this and following pages do not disaggregate racial and ethnic descriptors by the subgroups which make them up. This may cause the experiences and needs of particular subgroups to be subsumed within the statistical description of the larger group. For example, the needs of Pacific Islanders or Southeast Asian immigrants and refugees, classified by the District as "Asian," may not be evident in statistics which are weighted to reflect the realities of larger, more established populations also included in the category.

**Students Receiving Free or Reduced Price Lunch by Ethnic Group
District Summary - All Regular and Alternative Schools
1995-1996 to 2002-2003**



**Students Receiving Free or Reduced Price Lunch by Percent of Ethnic Group
District Summary - All Regular and Alternative Schools
1995-1996 to 2002-2003**



Source: Seattle School District, 2003

**CAC Panel Input
Early Learning – 10/8/03
Out-of-School Time – 9/24/03**

One study of kindergarten teachers found 48% their students were not ready for kindergarten:

- 36% had poor academic skills
- 31% had no prior preschool experience
- 46% had trouble following directions
- 30% had trouble working in groups
- 35% had serious home problems

Research shows that early learning is fostered by stable, well-trained staff, but:

- One in four center teachers has a college degree
- Fewer than 10% of centers meet national accreditation standards
- Staff are paid too little to recruit and retain a critical mass of qualified individuals
- Annual teacher turnover is 40%

As a community, we underinvest in early learning relative to K-12 and higher education. Annual per student payments are:

- \$565 for early learning
- \$6,800 for public K-12
- \$5,400 for higher education

Program capacity is limited:

- Child care programs are limited – elementary school-age programs serve 10-25% of school population
- Capacity of other school based program is limited – CLCs serve 50-75% of school population
- Untapped “market” for school-based programs

Demand exceeds supply for child care subsidies:

- Total served now = 83 through Levy and 179 through City’s General Fund
- 205 are on waiting list
- It is estimated that 1,500 more are eligible

Developmental Reading Assessment

There is no agreed-upon indicator of school readiness, however, the City, Seattle community and SPS are exploring a new measure potentially for use in 2004. One proxy measure of school readiness is Developmental Reading Assessment (DRA) scores for students in first grade. This assessment gives some indication of progress towards meeting the School District's literacy goals, and provides parents with information about their child's reading skills.

DRA scores for children in first grade improved between 2000 and 2003. The most notable increase in scores is for bilingual students: while just 18% met the standard in 2000, 49% met the standard in 2003. Greater numbers of bilingual students took the test in 2003 than 2000.

Developmental Reading Assessment, Grade 1

Ethnicity	Spring 2000				Spring 2003		
	Below Standard	Border- line	Met Standard	Total Students	Below Standard	Met Standard	Total Students
Asian	42%	3%	55%	898	31%	69%	819
African American	53%	2%	44%	879	50%	50%	772
Latino	61%	2%	37%	485	55%	45%	420
Native American	48%	1%	51%	85	48%	52%	82
White	32%	1%	67%	1,470	27%	73%	1,428
Non-Bilingual	38%	2%	60%	3,323	33%	67%	2,871
Bilingual	81%	1%	18%	494	51%	49%	650
Free/Reduced Lunch	N/A	N/A	N/A	N/A	53%	47%	1,942
Non-F/RL	N/A	N/A	N/A	N/A	23%	77%	1,579
Totals	3,817	students			3,521	students	

Source: Seattle School District, 2003

Unexcused Absences

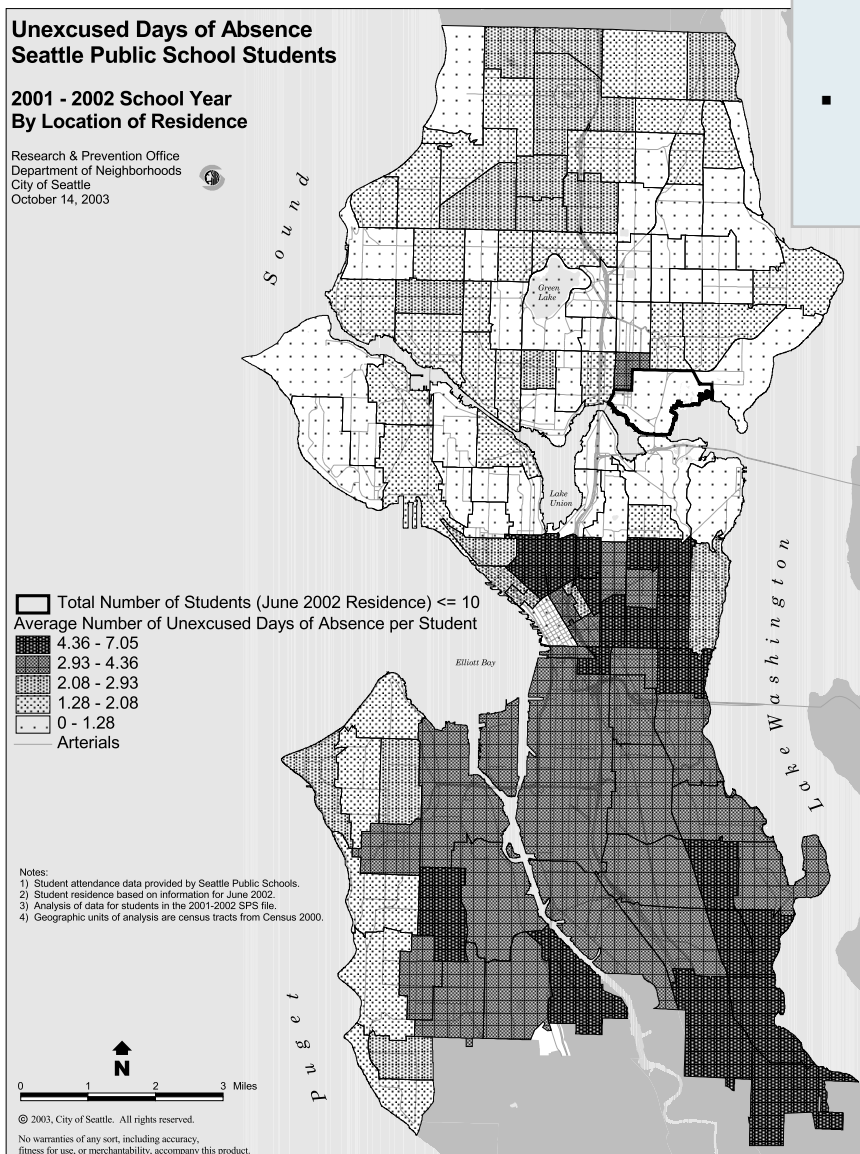
Student attendance is integral to students' ability to succeed in school. A related indicator is the number of unexcused days of absence, since a high number of unexcused absences can prevent a student from achieving passing grades and completing high school.

The map below shows the average number of unexcused days of absence per student across the City, by Census tract. The darker areas of the map show greater numbers of unexcused absences. There is a sharp difference in the average number of unexcused absences between North and South Seattle, with South Seattle having greater numbers.

CAC Panel Input

Support for Middle and High School Age Youth – 10/22/03

- Average daily attendance for middle schoolers is 92%; 88% for high schoolers
- Dropout rates ranges from 30-33% (2000-02)
- 23% of middle school students and 20% of high school students said they had seriously considered suicide in the past year
- Youth of color are more likely to experience short and long-term suspensions



The measure in Washington for student achievement is the Washington Assessment of Student Learning (WASL). Students take the WASL in grades 4, 7 and 10. Beginning with the class of 2008, students will be required to pass the 10th grade reading and math sections of the WASL in order to receive a high school diploma. The WASL also serves as Washington state's learning standard for the federal *No Child Left Behind* law. There is a sense of urgency across the state to improve WASL scores, especially for students of color, who for the most part are scoring disproportionately lower.

The map below contains a great deal of information, representing student performance on the WASL for 2002 by location of residence, measured by Census tract. The size of the pie charts represents the number of students taking the test and the pie slices represent test results. The map distinctly shows greater percentages of students in North Seattle passed more sections of the WASL than did students in South Seattle.

Performance on WASL Seattle Public School Students

Spring 2002
By Location of Residence

Research & Prevention Office
Department of Neighborhoods
City of Seattle
October 20, 2003

WASL Results by Census Tract of Residence

- Students who passed all four areas
- ... passed three areas
- ... passed two areas
- ... passed one area
- Students who did not pass any area
- Total Number of Students taking WASL (June 2002 Residence) <= 10
- Census 2000 Tract Boundaries

Notes:

- 1) Student academic achievement data provided by Seattle Public Schools.
- 2) Student residence based on information for June 2002.
- 3) Analysis of data for students in the 2001-2002 SPS file and who took the WASL test in Spring 2002 (grades 4, 7, and 10).
- 4) WASL test areas are: math, reading, writing, and listening.
- 5) Geographic units of analysis are census tracts from Census 2000.
- 6) Only one census tract (tract 81.00 in downtown Seattle) had a 100% rate and this was based on one student record. The next highest rates were 75% and 65%.
- 7) Size of circle is graduated based on the number of students taking the WASL test.

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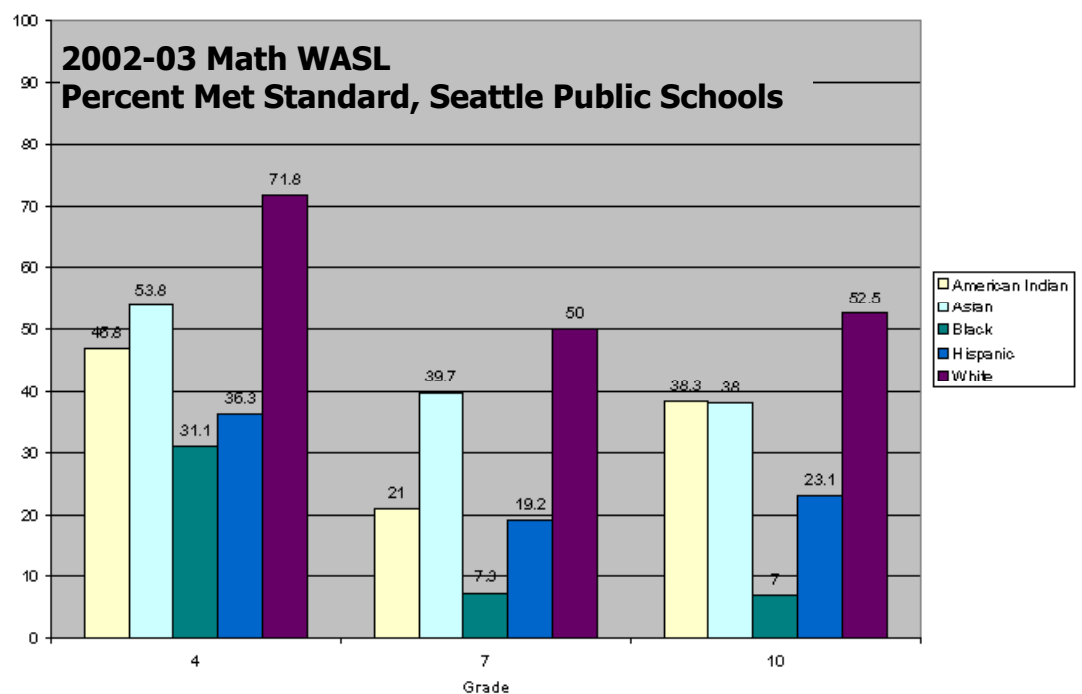
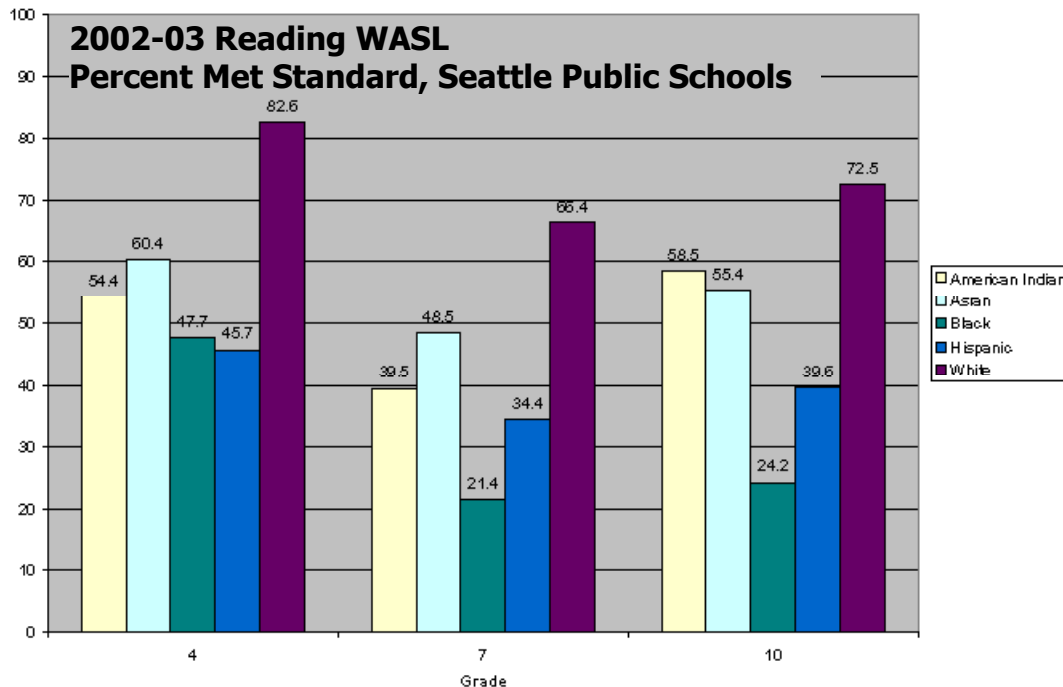
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SUCCEED ACADEMICALLY

Performance on the WASL

The charts below show the percentage of 4th, 7th, and 10th graders meeting the WASL standards in reading and math. The graphs show clear disparities in student WASL scores by race. Similar disparities exist by income level and location of residence.



Source: Seattle School District, 2003

Completion Rates

Only 61.4% of students enrolled in the class of 2002 completed high school on time. The table below is based on information from the SPS Data Profile District Summary, December 2002.

The completion rates are even lower for most students of color. While 66.4% of white students in the class of 2002 completed school, the rates for American Indian, African American and Latino students for the same class were 43.4%, 49.1% and 49.1%, respectively.

Class of 2000

Ethnicity	Adjusted # in class	Completers*		Dropouts		Still Enrolled September 2002	
		Number	%	Number	%	Number	%
American Indian	143	71	49.7%	72	50.3%	0	0.0%
African American	999	601	60.2%	367	36.7%	31	3.1%
Chicano/Latino	350	190	54.3%	152	43.4%	8	2.3%
Asian	1,085	778	71.7%	292	26.9%	15	1.4%
White	1,711	1,213	70.9%	473	27.6%	25	1.5%
Total	4,288	2,853	66.5%	1,356	31.6%	79	1.8%

Class of 2001

Ethnicity	Adjusted # in class	Completers*		Dropouts		Still Enrolled September 2002	
		Number	%	Number	%	Number	%
American Indian	135	54	40.0%	72	53.3%	9	6.7%
African American	997	542	54.4%	400	40.1%	55	5.5%
Chicano/Latino	363	175	48.2%	172	47.4%	16	4.4%
Asian	972	694	71.4%	245	25.2%	33	3.4%
White	1,586	1,072	67.6%	445	28.1%	68	4.3%
Total	4,053	2,537	62.6%	1,335	32.9%	181	4.5%

Class of 2002

Ethnicity	Adjusted # in class	Completers*		Dropouts		Still Enrolled September 2002	
		Number	%	Number	%	Number	%
American Indian	136	59	43.4%	65	47.8%	12	8.8%
African American	954	468	49.1%	377	39.5%	109	11.4%
Chicano/Latino	375	184	49.1%	154	41.1%	37	9.9%
Asian	1,001	726	72.5%	201	20.1%	74	7.4%
White	1,529	1,016	66.4%	407	26.6%	106	6.9%
Total	3,995	2,453	61.4%	1,204	30.1%	338	8.5%

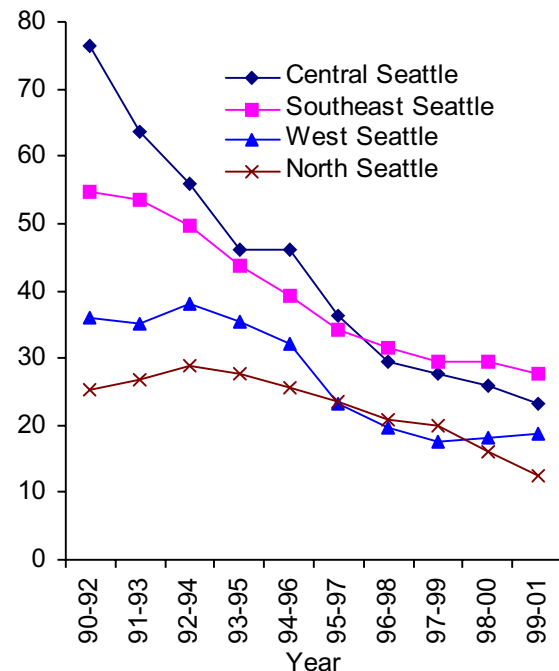
* Completers defined as all Graduates, Students earning G.E.D., and Special Education I.E.P. completers

Source: Seattle School District, 2003

Teen Births, Panel Input

Teen births are an important indicator for the health status of children and youth in Seattle. Teen pregnancy has declined nationally, and this trend is evident in Seattle, as well. The figure below shows births to females ages 15-17 by different areas of the City, from 1990 through 2001.

The graph shows that teen birth rates are higher than North Seattle in the central, southeast, and west parts of the City. Teen birth rates have declined overall.

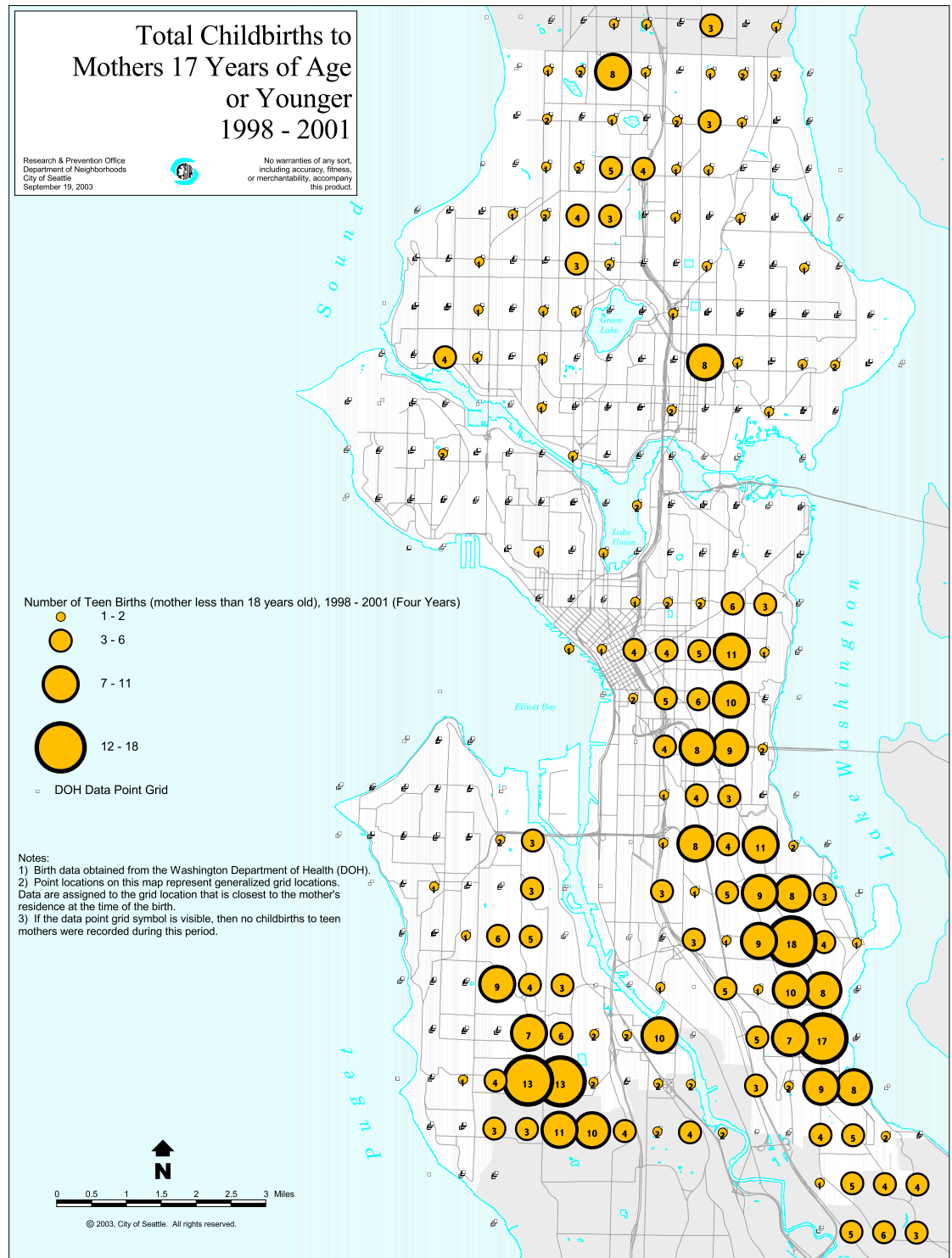


Source: Seattle - King County Department of Public Health, 2003

CAC Panel Input Student Health Services – 9/24/03

- It is estimated that 21% of youth between 9-17 have diagnosable emotional or behavioral health disorders, and fewer than one-third receive help for these problems
- Since 1999, mental illness has become the leading reason that children and youth (ages 5-19) are hospitalized
- Suicide is a major concern; it is the second leading cause of death for adolescents
- Depression, anxiety and substance abuse are also key issues
- People of color generally have less access to mental health services and are less likely to receive needed care

The map below shows the geographic areas in which Seattle's teen births occurred from 1998 to 2001. The larger circles indicate greater numbers of teen births. The map shows larger circles in South and Central Seattle than in North Seattle.



Drug Use by Youth

Another measure of youth health is levels of reported drug use. Reported drug use by youth had been decreasing between 1995 and 1999, as measured by the *Teen Health Survey*, and as shown in the table below. Reported drug use decreased more dramatically for 8th graders than high school students. The Teen Health Survey is no longer conducted, however, the second table shows reported drug use results from the *Communities That Care Survey* and *Monitoring the Future Survey*.

Drug Use by 8th Graders and High School Students 1995 to 1999

	1995 Rate	1999 Rate	Change
Grade 8			
Used any drug in past month	43.80%	29.90%	13.9% (↓)
Used 1+ drug other than alcohol, tobacco, steroids, or marijuana in the past month	15.70%	4.50%	11.2% (↓)
High School			
Used any drug in past month	46.40%	44.40%	2.0% (↓)
Used 1+ drug other than alcohol, tobacco, steroids, or marijuana in the past month	8.10%	7.20%	No significant change

Source: *Teen Health Survey, 1999*

The table below shows the percentage of students who reported they had “ever used” the following drugs on both the *Communities That Care Survey* in 2002 and the *Monitoring the Future Survey* in 2001. Substance use measured by the 2002 *Communities That Care Survey* indicates higher rates than the 1999 *Teen Health Survey*, although these measures are not directly comparable. Substance use by Seattle teens is generally lower than that for other youth in the nation as measured by the *Monitoring the Future Survey*.

“Ever Used” Prevalence of Substance Abuse Seattle School District

Substance	2002 District Data				2001 MTF Data 1		
	6 th Grade	8 th Grade	10 th Grade	12 th Grade	8 th Grade	10 th Grade	12 th Grade
Alcohol	22.3%	45.8%	59.4%	70.7%	50.5%	70.1%	79.7%
Cigarettes	15.1%	31.1%	43.5%	54.2%	36.6%	52.8%	61%
Chewing Tobacco	4.7%	7.2%	8.4%	14.6%	11.7%	19.5%	19.7%
Inhalants	13.2%	14.0%	7.9%	8.8%	17.1%	15.2%	13%
Marijuana	5.6%	23.9%	41.8%	52.5%	20.4%	40.1%	49%
Hallucinogens	1.4%	3.7%	7.3%	14.9%	4%	7.8%	12.8%
Cocaine	2.0%	3.6%	4.0%	5.6%	4.3%	5.7%	8.2%

Source: *Communities That Care Survey 2002 and Monitoring the Future Survey 2001*

30-Day Prevalence of Substance Abuse

Substance	2002 District Data				2001 MTF Data ¹		
	6 th Grade	8 th Grade	10 th Grade	12 th Grade	8 th Grade	10 th Grade	12 th Grade
Alcohol	8.7%	23.1%	36.2%	47.9%	21.5%	39%	49.8%
Cigarettes	4.1%	10.7%	16.8%	26.7%	12.2%	21.3%	29.5%
Chewing Tobacco	2.7%	3.1%	3.6%	3.9%	4%	6.9%	7.8%
Inhalants	5.8%	6.0%	1.7%	2.1%	4%	2.4%	1.7%
Marijuana	2.4%	12.6%	21.9%	27.0%	9.2%	19.8%	22.4%
Hallucinogens	0.9%	1.8%	2.3%	3.6%	1.2%	2.1%	3.2%
Cocaine	1.0%	1.7%	1.3%	1.7%	1.2%	1.3%	2.1%

* Comparison data from the Monitoring The Future survey or a nationally representative sample of students in the 8th, 10th and 12th grades.

Source: Seattle School District Communities That Care Survey 2002 and Monitoring the Future Survey 2001

"Heavy Use" Prevalence of Substance Abuse

Behavior	2002 District Data			
	6 th Grade	8 th Grade	10 th Grade	12 th Grade
Binge Drinking	2.5%	8.9%	16.1%	27.5%
30-Day Use of a Pack of Cigarettes or More/Day	0.3%	0.9%	1.0%	1.6%

Note: Binge drinking is defined as a student having five or more alcoholic drinks in a row on at least one occasion in the previous two weeks.

Source: Seattle School District Communities That Care Survey 2002